

2.5 Key Stage 3 Assessment Grid

	Bronze (1-3)	Silver (4)	Gold (5-6)	Platinum (7+)
7 Developing skills to succeed	Perform core skills and techniques for the activity in isolation. Performance lacks Precision, accuracy, control, fluency and consistency.	Perform all core skills and a few advanced skills/techniques for the position/activity in isolation and some conditioned practices. Limited Precision, accuracy, control, fluency and consistency.	Perform all core skills and many advanced skills/techniques for the position/activity in isolation and conditioned practices. Very good Precision, accuracy, control, fluency and consistency.	Perform all core skills and nearly all advanced skills/techniques for the position/activity in isolation and conditioned practices. Excellent Precision, accuracy, control, fluency and consistency.
	Students identify strengths and weaknesses of their own performance	Students describe strengths and weaknesses of their own and others' performance	Students explain strengths and weakness of their own and others work and suggest ways they could improve.	Students evaluate their own and others work, showing they understand the impact of skills.
8 Select and apply tactics to succeed	Demonstrates little understanding of tactics and positions/compositional ideas I have limited physical capacity to play the game/perform	Demonstrate basic understanding of tactics, but am able to only play one position effectively/ compositional ideas I have the physical capacity to play the game/creative Must be shown in 1 activity.	Demonstrate firm understanding of tactics being able to play more than one position effectively/ compositional ideas I have the physical capacity to play the game to a good standard / perform Must be shown in 2 activities	Demonstrate in depth understanding of tactics, being able to play multiple positions effectively/ compositional ideas I have the physical capacity to play the game to a good standard / perform Must be shown in 3+ activities
	Students identify strengths and weaknesses of their own performance	Students describe strengths and weaknesses of their own and others' performance	Students explain strengths and weakness of their own and others work and suggest ways they could improve.	Students evaluate their own and others work, showing they understand the impact of skills.
9 Making appropriate decisions to succeed	Significant weaknesses and inconsistencies with tactical and strategic decisions/ / compositional ideas Contribution is evident but not effective. Only occasionally outwits opponents and is often outwitted themselves.	Successful and effective tactical and strategic decisions / compositional ideas, some obvious weaknesses and occasionally not relevant Contribution is sometimes effective and significant but it is not entirely sustained Sometimes outwitting opponents, and sometimes be outwitted themselves - Must be shown in 1 activity.	Successful and effective tactical and strategic decisions / compositional ideas, usually relevant to the position of their opponent, with only minor lapses. Contribution is usually effective, significant and sustained. Often outwitting their opponent but only occasionally being outwitted themselves - Must be shown in 2 activities.	Shows highly successful and effective tactical and strategic decisions / compositional ideas, almost always fully relevant Contribution is highly effective, significant and sustained. Successful in outwitting their opponent, while hardly ever being outwitted themselves Must be shown in 3+ activities
	Students identify strengths and weaknesses of their own performance	Students describe strengths and weaknesses of their own and others' performance	Students explain strengths and weakness of their own and others work and suggest ways they could improve.	Students evaluate their own and others work, showing they understand the impact of skills.

Students will be assessed in the following areas in line with the whole school approach to learning, with guidance from:				
Character (approach to learning & behaviour)	Students show an inconsistent attitude to lessons which affects their performance. They can be disengaged at times and sometimes follow the school values	Shows a positive attitude and is motivated to participate in the activity most of the time in the lesson. Is engaged in learning and applies the school values in all lessons.	Shows a positive attitude and is motivated to participate in the activity at all times in the lesson. Is engaged in learning and applies the school values in all lessons.	Shows an outstanding attitude towards and is motivated to participate at all times in the lesson. Is keen and engaged in learning, almost always apply the school values in all lessons and encourage others to do so.
School Values: Respect, Honesty, Happiness, Resilience, Positivity, Confidence				

Students will focus on the following in Key Stage 3. This will be drip fed into lessons, staff will assess the ability of students as to how much detail is given at a specific time. Informal assessment through a variety of methods in lessons.	
7	Implementation of rules for each activity. Theory elements focused on the muscular-skeletal system. Warm ups/cool down and leading these.
8	Implications of rules and regulations of each activity. Theory elements - health & Fitness / active healthy lifestyle and a sedentary lifestyle (social, physical and mental health) & benefits & consequences of an active healthy lifestyle
9	Different roles within activities (students could experience these Heart Rate / health and skill related components of fitness / short & long term effects of exercise / training zones.